



# Fleet Primary School

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## Behaviour for Learning Policy

'I think it's super, super safe and fun. I love the school.' – Year 3 child.

'Good behaviour and a positive attitude to learning are the cornerstones for educational success.' – Fleet parent/carer (Y2)

'As parents we are very happy with Fleet's ethos, atmosphere and staff's attitude to children and how they behave and learn.' – Fleet parent/carer (Y4)

'The children are well behaved and they know the boundaries set by the school and seem happy. The school provides a safe environment for all the children.' – Fleet Parent Carer (Y6)



## UN Convention on the Rights of the Child

**Article 29** - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



At Fleet Primary School we want all children and their families to feel welcome, involved and part of our school community. We strive for high standards for all children in their behaviour, attitude to learning, social confidence and academic achievement. This policy outlines the ways in which we promote positive behaviour for learning.

## AIMS

Aims of the school are:

- to provide a caring, secure and stimulating environment where each child can achieve their full potential and in doing so individuality is celebrated and everyone is respected;
- to use positive reinforcement strategies that help children feel good about themselves, their abilities and achievements;
- to teach children to think about their emotions and teach them strategies to self-regulate;
- to resolve conflicts in a just and fair way, using strategies adapting to a child's individual needs;
- to create a happy, friendly atmosphere where confidence, respect and trust are of paramount importance and where staff, pupils, parents, carers and governors work together in a spirit of co-operation.

## OUTCOMES

The successful implementation of this policy will:

- help children to recognise their own powers of self-regulation, in order that they may co-operate within the school and relate to others in a caring and confident manner;
- help children develop strategies to identify, label and regulate their behaviour;
- develop strategies for individuals to deal with conflict in an appropriate manner;
- help ensure that all adults working within the school community accept a commitment to their collective responsibility for the emotional and social development of all the children in our care;
- make clear our behaviour expectations for parents in order that they support the school in the management of unsafe or disregulated behaviour at school when or if it occurs.

## WORKING WITH PARENTS AND CARERS

At Fleet one of our core philosophies is to work in partnership with parents/carers. We believe that a vital factor in a child's success at school is positive relationships between home and school and so aim to create a happy, orderly and co-operative community. We are an open and accessible school with easy access to class teachers and the Senior Leadership Team, particularly at the beginning and end of the school day. Teachers will endeavour to communicate with parents/carers when your child has done something they are particularly happy about so you can recognise their achievement and equally, where there has been a problem that the teacher feels needs to be communicated with you they will let you know at the end of the day at pick-up or via phone call if you do not collect your child.

Where there are serious or persistent problems with a child's behaviour, parents/carers will always be involved by staff. Similarly if a parent is concerned about an aspect of behaviour, they should always approach the class teacher in the first instance to discuss their concerns. This can then be followed up with a member of the Senior Leadership Team if the concern persists.

We believe that we are in the best position to deal with any incidents that occur within school and therefore ask parents/carers to support us with this and report the matter to us rather than speak directly to another child or the child's parent/carer.

## STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR:

### An engaging curriculum

The quality of the curriculum at Fleet is a key factor in managing children's behaviour. Class teachers spend significant time trying to make the curriculum as engaging and exciting as possible to ensure that children are motivated and engrossed in their learning. We believe educational visits are also vital to this and are carefully chosen to provide experiences children may not otherwise encounter and so bring the curriculum to life.

## Inclusion

We believe that it is essential to ensure that all children are entitled to the same opportunities at Fleet and that every child feels included and valued. There is a wide range of ways in which we do this including adapting and differentiating the curriculum so that every child can access learning, as well as an extensive range of non-selective sports, music and extra-curricular opportunities. All adults and children are valued members of the school community and have the opportunity to develop and maintain supportive relationships across that community.

### **Trauma Informed Practise**

All staff are trained in a trauma informed approach which prioritises relationships and teaching children about their own emotional wellbeing, in order to best meet the needs of all of our pupils.

### **Pastoral Care**

A wide ranging programme of pastoral care and support is under the leadership and guidance of the SENDCo, PSHE Lead and the Learning Mentor in order to support children at Fleet. This team is ably supported by the inclusion of specially trained 'Emotional Literacy Support Assistant (ELSA). As well as meeting children individually, there are also a range of activities that includes social, friendship, communication and transition groups, to support targeted children in the areas that they find difficult.

### **PSHE**

PSHE (Personal, social, health and economic education) is taught from Years 1 to 6 using the Camden Scheme of Work as well as responding to situations that may arise. By learning about Self Awareness, Respect and Relationships, Health and Safety and Citizenship in an age appropriate curriculum, it helps to develop the qualities and attributes children need to thrive as individuals, family members and members of society.

### **Mental Health and Wellbeing**

As part of our commitment to the children and staff's mental health and wellbeing the children are specifically taught ways in which to improve their own happiness and the happiness of others. In conjunction with the PSHE curriculum they are taught how to recognise different emotions in themselves and others around them, and ways in which to regulate them.' Zones of Regulation' has been introduced across the school to support this. Children who particularly struggle with this are further supported in one-to-one or group sessions with our learning mentor or ELSA. Our whole staff are trained in recognising signs of poor mental health and also in building resilience in the classroom.

### **Rights Respecting School (RRS)**

Fleet is a rights-respecting school and places an understanding of children's and adults' rights at the heart of its' positive behaviour practices. As a rights-respecting school we not only teach about rights but we also model rights and respect in all our relationships: between adults and pupils, between adults and between pupils. Reference is made to the fifty-four articles in the UN Convention on the Rights of the Child, a copy of which is up in each class. Reference is made to these throughout all aspects of the curriculum and when dealing with any incidents that may arise. Children are made clear that these rights apply to all children and adults at Fleet, whatever their race or religion, whatever type of family they come from, whatever they think or say and whatever their abilities: Some of the most pertinent of the articles and those referred to most often include:

- The right to an education.
- The right to feel safe and protected from harm.
- The right to say what you think should happen when decisions affecting you are taken.

Ensuring these rights are understood and respected by all is part of our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people in line with the Equality Act 2010.

### **Pupil Voice**

There are many ways in which we provide opportunities for 'pupil voice' to be heard. A girl and boy from Years 2 to 6 are elected by their peers each September to represent them at regular School Council Meetings. We also have Rights Respecting Ambassadors (Years 3 to 6) to enable children to be more involved in this aspects of school life and to consider the UN articles. Ambassadors apply for the position and serve a two year term of office. During this time they develop projects and spread the messages of the UNCRC across the wider school community. The children are also surveyed periodically to find out their views on different aspects of school life.

### Restorative conversations

A restorative conversation is used between an adult and child/ren in order to attempt to resolve a situation or conflict that may have arisen. This is so those involved feel their views have been heard, the impact on others has been considered and reconciled, and the consequences are felt to be fair and proportionate. A restorative conversation is particularly useful when there has been a dispute or disagreement between children as it helps them to see who has been affected by their actions, how the situation can be resolved and what steps can be taken to ensure it doesn't happen again.

### INCENTIVES

At Fleet, we aim to manage children's behaviour with a balance of intrinsic and extrinsic motivation. While the ideal is that all children will be able to regulate and engage in learning, we recognise the importance of celebrating children's achievements and efforts beyond the classroom as an additional motivation. We also believe that it's essential to recognise those children who consistently meet and exceed behaviour expectations at all times. In addition to praise and affirmation within the classroom, we also reward children through:

- Showing examples of their learning reflecting effort and high standards in weekly whole school Sharing Assemblies;
- Work being shared with the wider school community through the newsletter or school twitter account;
- Being chosen by their class teacher as 'Star of the Week' or 'Star of the Term', having recognition of this in Sharing Assembly, receiving a certificate and being celebrated in the school newsletter;
- Head Teacher Award – individuals being nominated by an adult or child for a specific action from a number of categories. Receipt of 3 such awards results in an invitation to a special tea party with the head teacher to celebrate the achievement;
- Class Effort Recognition – 'Fleet Treats', the whole class working towards a whole class treat, e.g. a visit to the Heath, working collectively to achieve this;
- Class Points – awarded to classes spotted by adults moving around school, lining up etc. well and the class with the most points at the end of each week gets additional playtime as a thank you
- Members of staff letting parents/carers know when their child has done something particularly praiseworthy;
- Being sent to the Headteacher or another senior member of staff, for special praise.

### CONSEQUENCES

Disregulated or unsafe behaviour will be discussed between the child and adult concerned. Staff refer to the UNCRC articles most appropriate to school behaviour a trauma informed relational approach during these conversations. Most children will respond to this, however for those who find it difficult to regulate or exhibit unsafe behaviour, we have a framework of support strategies which may include consequences such as:

- Missing a playtime or part of a lunchtime (usually engaging in some kind of restorative process – writing a letter of apology; comic strip conversation with staff member; etc.)
- Taken to work in another class for the rest of the session, providing time and space to regulate;

- Taken to a member of the Senior Leadership Team;
- Finishing work at play or lunchtime;
- Taken to work in another class for part of a day or longer. We would always let parents know as this is in effect an 'internal exclusion', and is only considered in exceptional circumstances;

The list of sanctions is not sequential and each situation is judged individually according to circumstances and treated accordingly.

### **Class Traffic Light System in KS2**

Children move up the chart for exceptional effort the adults want to highlight. If a child makes it to the top of the chart and ends the day there they will receive special recognition from the class teacher.

They move down the chart if they display disruptive behaviour (for example talking when they shouldn't be and ignoring warnings to stop). Moving down shows them visually that they are falling below the attitude and effort required for productive learning and acts as a warning that they need to regulate their behaviour.

Occasionally children may move through the consequences and strategies for self-regulation will be discussed alongside.

The system is meant to be fluid so children can move up and down throughout the day. This gives children the chance to act on the warning of their name going down and get it moved back up before a consequence is required.

### **MONITORING**

Where there are frequent concerns about behaviour and children miss part or all of their lunchtime, spending it instead with a member of the senior leadership team (SLT) - most often the Headteacher - these incidents are recorded in the 'Lunchtime Book'. This details the nature of the incident, who reported it and the date. The member of SLT who carries out this consequence and associated restorative process with the child enters the details into the school's electronic safeguarding and behaviour management system, CPOMS. Data from this system is then reviewed termly by SLT with a view to informing preventative measures and current system effectiveness.

### **SPECIFIC NEEDS**

As an inclusive state school there will be times when a very small number of children, due to a wide range of reasons, have particular behavioural challenges and/or barriers to their learning which makes it harder for them to regulate and/or stay safe.. In such cases the SENDCo, Headteacher and Deputy Head will support the class teacher, other relevant staff and parents/carers to develop strategies to support the child in regulating their behaviour.

A wide range of strategies as well as internally and externally led interventions may be used according to the particular needs of the child including:

- Behaviour plans and behaviour logs;
- Home/school communication book;
- Regular meetings/phone calls between staff and parent/carers;
- Primary Learning Support Service (Behaviour Team) involvement;
- Educational Psychologist involvement;
- Camden Adolescence Mental Health Service (CAMHS) involvement;
- Camden Mental Health Support Team (MHST)
- Extra adult support where appropriate;



- Additional supportive professionals/services as appropriate and/or available (e.g. Music therapy, outreach support worker etc.)

While bespoke plans which include aspects of the above, will always be put in place to support children with particular behavioural needs, on very rare occasions, in cases of prolonged disruptive behaviour, it may be necessary to issue an external exclusion period. This can range from a fixed term of one or two days to ultimately a permanent exclusion.

## EXCLUSION

In extreme cases, where unsafe behaviour has been exhibited, exclusions may be deemed necessary. Exclusions come in three different forms, depending on the severity of the incident and the individual needs of the child:

### Internal Exclusion

- When a child is internally excluded they will remain on the school premises for the duration of the exclusion. They will be educated in a classroom other than their own or in a specified location with an adult. They have no contact with the other children in their class for the duration of the exclusion, which means they follow alternative break time arrangements and take their meals away from the school dining hall.

### Suspension

- When a child receives a fixed term exclusion they are not permitted on the school premises during the school day for the duration of the exclusion. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the time arrives for the child to return to school, the parent/carer will have a re-integration meeting with their child and the Headteacher before they return to class. All details of the exclusion, and how to appeal against it, are always given to the parent/carer in writing at the start of the exclusion.

### Permanent Exclusion

- Permanent exclusions are given when a child has been involved in an incident of such severity that the school no longer feels it is the appropriate place to educate the child. Camden and National guidelines are always followed and the parent/carer is supported throughout the process. See latest guidance in DfE publication 'Exclusion from maintained Schools, Academies and Pupil Referral Units in England' (September 2017) for more information.

## BULLYING

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour. This behaviour can also be communicated remotely, through text messages or via the internet etc.

At Fleet we take the issue of bullying very seriously and try to create a climate where children and parents will feel comfortable about reporting any incidents to a member of staff.

We aim to prevent bullying from happening in school and outside of school, including via cyberbullying, by teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator; teaching children strategies for prevention; and by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff. Please refer to the school's Anti-Bullying policy for further details and outline of procedures.

In the case of online bullying, disciplinary sanctions may be imposed even in relation to conduct which takes place outside school premises. The E-Safety Policy also contains details referring specifically to on-line bullying.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and how we dealt with them. We review this data termly and take action to reduce incidents.

### **STAFF TRAINING AND SUPPORT**

As specified in the 'Code of Conduct', staff are expected to model positive and appropriate behaviour at all times in their social interactions with children, parents/carers and colleagues.

All staff are trained in a trauma informed approach.

Behaviour management is part of the on-going professional dialogue amongst all adults in the school and teachers/support staff, as well as the Senior Leadership Team, are always willing and available to discuss behaviour management strategies and methods and offer advice to colleagues.

This policy is regularly discussed and reviewed by the school's senior leadership team. Any changes are considered and worked on with other staff during Staff INSET sessions. Reminders and updates are communicated regularly through staff meetings and emails during the course of the year. The school takes advantage of local authority and independent training and courses where appropriate.

### **PROCEDURES FOR POLICY MONITORING AND DISSEMINATION**

Governors will use information and data provided by staff, families and pupils to review and update this policy in line with the school policy review schedule.

All members of the school staff will be aware of the policy. It can be accessed by parents/carers through the website and paper copies are available from the school office on request. We invite parents or carers to discuss the policy with their children and will welcome feedback from all members of the school community.

Senior staff will monitor this policy, identify progress and carry out any necessary follow-up.

### **STAFF RESPONSIBLE**

Don M<sup>c</sup>Gibbon (Headteacher)

Rebecca Wall (Deputy Headteacher)

Rhian Mulji (SENDCo)

Nicola Budd (PSHE & Rights Respecting School Lead)

Lisa Bradley (Learning Mentor)

Lara Zarifeh (Emotional Literacy Support Assistant)

**Head Teacher: Don M<sup>c</sup>Gibbon**

**Chair of Governors: Marcus Boyland**

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